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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Autonomous Learning

a. Brief of Autonomy

Literally, the word of autonomy is derived from a Greek word “auto-nomos”, which is auto meaning “self” and “nomos” meaning “rule or law”, (Tin, 2012:52).

In the early 1890s by Henri Holec who is perceived as *father of learner autonomy*, “to take charge of one’s own learning”, which he then specifies as “to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning”, He sees ability and responsibility as operating in five main areas: determining objectives, defining contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition, and evaluating what has happened, (Samaie and Mahmoud, 2015:96-97).

Littlewood adds that it is difficult to define autonomy shortly and prefers discussing the widespread misconceptions about autonomy. Then, he has stated on what **autonomy is not** (Kocak, 2003:18-19):



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- 1) A synonym for self-instruction, in other words, autonomy is not limited to learning without a teacher.
- 2) Entail giving up responsibility on the part of teacher; it is not a matter of letting the learners get on with things as best they can.
- 3) Something that teachers do to learners; that is, it is not another teaching method.
- 4) A single, easily described behavior.
- 5) A steady state achieved by learners once.

To add more, main experts are saying about autonomy in terms of learning, described as follows:

- 1) Littlewood, autonomy is a capacity - for detachment, critical reflection, decision making and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning, (Cited in Joan Nordlund, 1997:204).
- 2) Dickinson defines autonomy as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning. Taking responsibility for one's own learning essentially concerns decision making about one's own learning (1995:167).
- 3) Benson (2003:290), autonomy is perhaps best described as a capacity because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that



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allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes, (cited in Nunan, 2003:194).

b. Autonomy in the Classroom

Classroom-based approaches aiming to foster autonomy are based on providing the learners the opportunities to make decisions concerning the management of their own learning. According to Benson (2001) as cited in Egel, 2009: 2024), positive results gain where the learner has been encouraged to take a certain amount of control over the planning and assessment of classroom learning have shown that learners are able to exercise control over their learning opportunity as necessary support.

He also (2006:28) discusses the implications of the rise of ‘classroom autonomy’ has led to a re-conceptualization of ‘autonomy’ as a ‘usable’ construct for teachers who want to help their learners develop autonomy without necessarily challenging constraints of classroom and curriculum organization to which they are subject.

According to Little (1991) and Dam (1995), as cited in Cakici (2015:33), Language learning is greatly enhanced when a student has control over the goals and the content of a course of study. Three pedagogical principles may be suggested to express autonomous learners in language classroom:

- 1) Learner Empowerment; teachers being learners to accept responsibility for their own learning and their understanding should grow along with their learners.



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2) Reflectivity; it begins as a collaborative activity in which teacher and learners seek to make explicit their joint understanding of the process they are engaged in. By reflecting on their learning process, learners become aware of how and why they choose the methods and strategies they use in different projects, and for solving different tasks, because being aware of the learning process helps makes them autonomous (Turloiu and Stefansdottir, 2011)

3) Appropriate Target Language Use; teachers must engage their learners in form of exploratory dialogue that requires them to use the target language to express their own meanings. They must help students to construct and maintain multiple scaffolding in writing and speech. An autonomous classroom the starting point is not the textbook but the learners. It should be considered that each member of class has interests, and emotional as well as educational and communicative needs.

In conclusion, autonomy in classroom is a cooperative work between teacher and learners, this atmosphere will devote and mold learners' personality and character in how to be autonomous in the process of learning.

c. The Essentials of Autonomous Learning

Autonomy is an essential characteristic for a good language learner especially for those who learn a language as a foreign language do not have the opportunity to hear or use the language in the real world,” (Uğur and Bayat,



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2008:8), and a good learner is a person who is taking charge of what he/she needs in learning (Scharle and Szabo, 2004:3-4).

Therefore, students' autonomous learning will have some advantages, Johnston and Merrill (2004:16), as follow:

1. Raising awareness of the provisional (and thus contestable) character of knowledge.
2. Encouraging students to explore, to question and to assess continuously their strategies and attitudes in coping with reality and how these help them to or prevent them from, gaining further understanding.
3. Raising confidence in one's competences.
4. Addressing the personal responsibility of the individual for his/her own learning.
5. Engaging the learner actively in his/her learning process.

A dynamic and ongoing process of negotiation between the learner and the teacher, Learner Autonomy is, perhaps, a more efficient way to describe the manager role of the learner as described by Holec as it promotes the independence of the learner throughout the entire learning process within a course of study and beyond (cited in He, 2015:603);

- 1) Firstly, facing the challenge in the new century, adapting to the fast development of scientific technology, and meeting the demands of the renewal of knowledge, one cannot only rely on what he or she has learned in school. The ability of lifelong study becomes a basic quality one must

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possess. However, lifelong study is not conducted in school or by teachers mostly, and it depends more on one's autonomy. At the same time, it is clear that no education can impart learners all human knowledge. Therefore, the task of education must be transformed from teaching knowledge to cultivating learners' capacity of learning.

2) Secondly, the cultivation of learner autonomy is the head aim of the curriculum reformation. The traditional study model emphasizes too much acceptance and mastery, leading to the passivity of learners. It cannot promote learners' progress; on the contrary, it becomes the obstruction of learners' development. While learner autonomy aims at changing the passive state and enhancing learners' subjectivity, initiative and independence. At present, with the implementation of curriculum reformation and the wide use of new textbook, learner autonomy is regarded as the new requirement in teaching. In the new textbook, a number of parts ask learners to make inquiry autonomously, to collect and analyze materials, to acquire new knowledge initiatively, and to solve problems independently, etc. All of these request learners' high level of autonomy

3) Thirdly, learner autonomy is helpful for the improvement of learning efficiency, which is one of the key elements of quality education. As soon as learners realize that getting knowledge depends on themselves and that they are the managers of learning, the efficiency could be raised.



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In addition to the advantages of being autonomous for students is to make them not only well prepared in formal learning process but also a true learning in life.

d. Autonomous Language Learning

Autonomy is the reflections of students' behavior in classrooms, (Altunay and Bayat 2008:9). And for many years now, "autonomy" has been a popular focus for discussion in foreign language teaching. It is viewed that language learning requires the active involvement of learners; attempts to introduce "learner-centered" methods; and goal of helping learners to become independent from their teachers in their learning and use of language. It is also supported from outside language teaching by a general educational concern to help students become more independent in how they think, learn and behave (Littlewood, 1996:427).

Autonomous language learning requires the students to become an active participant in her/his learning, rather than passive receiver, (Riihimaki, 2013: 20). Yet, autonomous language learning and teaching is especially beneficial for the weaker learners as they gain more confidence and experience positive outcomes with a subject that has probably previously caused them anxiety and negative feelings (Dam, Legenhausen 1996 and Lacey 2007). Additionally, as cited in Nosratinia and Zaker (2013:101), autonomy proffers the learners the capability to know "how to learn a language and how to monitor and be aware



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of their learning, so that they can become more effective and independent language learners, (Nation and Macalister 2010).

Furthermore, Henri Holec's definition of autonomy as 'the ability to take charge of one's learning' and *they* points out that in language education the term is used in at least five different ways (Benson and Voller, 1997:1-2) as follows:

- 1) For situations in which learners study entirely on their own.
- 2) For a set of skills which can be learned and applied in self-directed learning.
- 3) For an inborn capacity which is suppressed by institutional education.
- 4) For the exercise of learners' responsibility for their own learning.
- 5) For the right of learners to determine the direction of their own learning.

Many items as cited in Altunay and Bayat, (2008:9) related to autonomy are included in such a form. Here are some examples, that the student;

- 1) Studies autonomously.
- 2) Likes challenging learning tasks.
- 3) Participates in non-obligatory learning tasks.
- 4) Tries to improve his/her learning skills no matter how better he/she is than the others.
- 5) He/she does not ask for direct answers for questions. He/she asks for help to support his/her autonomy (Stipek, 2002).

Within the context of education, there seem to be seven main attributes characterizing autonomous language learners, (Omaggio, 1978):

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- 1) Autonomous learners have insights into their learning styles and strategies;
 - 2) Take an active approach to the learning task at hand;
 - 3) Are willing to take risks, i.e., to communicate in the target *language* at all costs;
 - 4) Are good guessers;
 - 5) Attend to form as well as to content, that is, place importance on accuracy as well as appropriation;
 - 6) Develop their target language into separate reference system and are willing to revise and reject hypothesis and rules that do not apply; and
 - 7) Have a tolerant and outgoing approach to the target language.
- (cited in Thanasoulas, 2000:2).

In conclusion, autonomous language learning is the learners' power of being responsible and accountable to take control, to take in charge, to make right decisions, to get involved, to have good judge and to act correctly towards their own language learning.

e. Autonomous Learning of Writing.

Autonomous students of learning writing are the ones being active roles in the learning process, by finding more learning chances for themselves after the end of classroom activity, they keep learning writing to discover their writing strengths and weakness and also they are not depending on teacher's instruction but doing themselves.



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When students realize that they must take a part to learn writing by themselves, they are indicated the following characteristic (retrieved on llas.ac.uk):

1. Taking responsibility for their own learning and learn to learn;
2. Developing key transferable skills (e.g. study, time-management, IT, interpersonal skills etc.);
3. Actively manage their own learning; seeking out learning opportunities and using appropriate leaning strategies;
4. Involving in an iterative process in which they set short and long term learning objectives, reflect on and evaluate progress.

Writing is one of English proficiencies, and student's English proficiency was significantly and positively related to their learner autonomy, (Deng, 2007 as cited in Tok, 2011:138). It means that students considering themselves as autonomous ones are the ones who are responsible towards their writing practices.

In addition, in Kocak (2003:28-29), Dickinson's (1993) characterization of autonomous students in learning writing into four points which become the basis of this research as follows:

1. *The ability of students to identify what is going on.* "Students who are autonomous in learning writing can identify what is going on". For example, In other words, they are able to identify what is being taught in writing classes. Autonomous students of learning English writing, for example,

might think about the relationship between the previous and recent learning. When autonomous students of learning writing having writing practice, they are able to implement what they have learned.

2. *The students are capable of formulating their own learning objectives;*

“Autonomous students of learning writing are capable of formulating their own learning objectives, in parallel with or even in addition, to their teachers”. Most autonomous language students make great efforts to improve their language proficiencies outside the classroom with no exception writing ability here. They either read newspapers in order to add vocabulary that will be used in their writing.

3. *The Students are able to select and implement appropriate learning strategies;*

“Students are able to select and implement appropriate learning strategies”. Accordingly, Rubin (1975:43) defines learning strategies as “the techniques or devices which a learner may use to acquire knowledge. For instance, an autonomous student will practice the new grammar rules taught and new vocabularies got directly, and then he or she keeps practicing and if they consult with their teacher in order to receive feedback of what they have done in writing.

4. *The students can monitor the effectiveness of their use of strategies;*

“Autonomous students are able to monitor the effectiveness of their use of strategies and make changes if it is necessary for them”. Additionally, they also keep checking their own progress during developing their ability in

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writing. For example, an autonomous student, who has not done well in English writing test, may try to figure out which points or parts he or she has not understood and then try to find more effective study ways. With these four basic characteristic abovementioned, it is inevitable for autonomous students to involve themselves actively in the process of the language learning.

In conclusion, Writing is a set of skill which requires certain process and practice that is joined continuously; to achieve this ability, learners may be strived on autonomous learning categorization to be their personality.

2. The Nature of Writing

a. Brief of Writing

This productive proficiency, the writing, has been concerned and recognized as ability learned formally and informally. As the another important ability in learning a language, writing demands students to fulfill the need of communication since writing is one of means in language.

Coulmas in Cambridge University Press explains that the most widely quoted definition is coming from *Aristotle*, “Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images (1938:115)”.

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Writing is a means of recording and reformulating knowledge and developing ideas. It may also be a means of personal discovery, of creating, and of self-expression (Bagheri and Aeen, 2011:2). Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern (Patel, Praveen and Jain, 2008:125). Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language (Harmer, 2007:3).

In brief, writing is ability which represents what it should be probably said in spoken. Apparently, to write is not as straightforward as to say. It requires some aspects to know at the very first time and another equal important is writing has its process demanding the writers; novice or not, to keep of its procedures on how to write. Since, writing is flexible learning that the writers need to adapt with.

b. The Purpose of Writing

When people do not prefer talking, they can write to represent the spoken, as simple as choice. However, it comes to academic term, writing is most often to enlighten, to persuade or to convince the audience of the correctness of the writer's point of view on particular issue (Syafii, et all, 2013:94). A clear purpose of writing will contribute students with direction of what to write. The purpose of writing determined the rhetorical form.

By extension, in delivering information through writing, it will shape the way the writer convinces and determine the types of writing (Pratama, 2013:2).

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Thus, why a writer write comes along with the why and wherefore. Consequently, it will show where to go and who the target is. Since writing has different purpose such as narration, description, exposition and persuasion. Hence, students are suggested to begin with identifying the purpose of writing.

Following above, there are three general purposes of writing in reference to Grenville (2001:1) as follows:

1. Writing to entertain

Writing can be reflective and contemplative. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’, for example novels, stories, poems, song lyrics, plays and screenplays.

2. Writing to inform

Apparently, entertaining the readers does not become the main goal of writing. However, it can share important information. The examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school or university.

3. Writing to persuade

This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. This writing is in order to convince the target readers that it is different from writing to entertain is more serious writing type than others.

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Equally important but motivated as well, in Pratama (2012:80), writing goals according to Hampton (1989) may be defined as follows:

1. Writers are independent when they are able to write without much assistance.
2. Writing gain comprehensibility when they can write so that it can be read and understood by themselves and others.
3. Writers are fluent when they are able to write smoothly and easily as well as understandability.
4. Writers gain creativity when they can write their own ideas, not copying what has been already written, so they can be read and understood.

In short, the students will not deviate from the channel and accomplish their writing. By having the purpose of writing, students will know the types of writing they are going to make.

c. The Process of Writing

The students who write an essay need to join the process of how to write. By the process, this is good that writing can be learned by every person who wants to write. Rohman in reference to Barnett (1992:18) stated that, looking at writing as a process also implies understanding writing as a series of drafts and considering the endeavor of writing in its entire: prewriting, writing, and rewriting. Then, writing is considered as one of the most disciplined ways of making meaning and one of the most effective methods we can use to monitor

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our own thinking, writing is as process, contending: "The process is not linear, but recursive.

It follows that writing is the activity run by students at school; they are introduced by what is writing and they also implement on how to write in English. Primarily, if the students are assigned to write something, they are required to have the competency of writing. Then, the practice will shape them becoming skill by using the knowledge how to write because the application is another true process of writing.

In Sarwono and Purwanto (2013:61), the basic process of academic writing according to LAS La Trobe University (2008) can be divided into the following five steps:

1. Question Analysis: identifying key instruction words, the topic(s) and specific aspects to be written.
2. Topic study: find sources supporting our opinion.
3. Essay planning: organize key ideas and related themes that will be discussed.
4. Writing process: writing our ideas into the key elements of an essay include references of source used.

Other opinion as proposed by dailywritingtips.com (cited in Sarwono and Purwanto, 2013:61-62), the process of academic writing follows steps below:

- a. *Prewriting*; this step includes: a) finding an idea, b) building the idea, and 3) planning and structure.



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- b. *Writing*; the process of real writing where we write down what we do in the first step.
- c. *Revising*; these steps may include adding, rearranging, removing and replacing. We add some words, phrases or even sentences to meet the required word-count. Sometimes, we feel that it is better to rearrange the paragraphs to make the argument flows more smoothly. We need to remove some words. Phrases or even sentences when we have gone over the word count. We, also, can replace some words of phrases if we feel that they will make our writing more vivid.
- d. *Editing*; editing is different with revising in terms of detailed changes. In editing we need to go through line by line and make sure that each sentence, phrase, and word is as strong as possible to express our ideas.
- e. *Publishing*; the last step is optional. If we write for the class' assignment, we need not to publish our writing. Nevertheless, we can publish our writing if we want it to be read by the public.

According to Syafii (2014:5) the writing process consists of three stages as follows: **Stage 1**: prewriting is the early step of writing. In other words, writing needs a plan called prewriting. Reid points out that prewriting is viewed as thinking before writing (1988:1). Therefore, Student-writer needs to do before writing below:

- a. *Choosing and Narrowing Topics*; Choosing and narrowing the topic is very crucial in writing activity. There are some basic considerations that should



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be taken before developing an essay or writing. The consideration is directed to some prominent aspects, such as understanding the assignment, choosing the interesting subject, narrowing the subject into specific topic, collecting ideas, and considering the audiences (Reid, 1988:14).

- b. *Brainstorming*; the activities of storming the brain as to get started quickly and economize the time in the following stages of writing process.

Stage 2: Planning (Outlining)

In the planning stage, we need to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming list.

Stage 3: Writing and Revising Drafts

In The Process of Composition book, academic writing is no different; student writers must be prepared to write a draft, revise it, and then write another draft. The strategies for drafting have the general objectives:

- i. An introduction that
 - 1) Appeals to the needs and interests of the audience.
 - 2) Gives background information about the topic.
 - 3) Has a strong, clear thesis statement (of opinion and /or intent) that gives the main idea of the essay.
- ii. Body paragraph that

Have the topic sentences that relate to the thesis statement and that contain controlling ideas.

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- 1) Contain supporting sentences that explain, define, and/or illustrate the controlling ideas by using facts, examples, physical description, and/or personal experience.
- 2) Present material that uses appropriate methods of development.
- iii. A conclusion that:
 - a. Summarizes the main idea(s) in the essay.
 - b. Emphasizes the important points.
 - c. Offers a prediction, a solution, or recommendation.
- c. Revision of Drafts

Revision takes places throughout the writing process. As the author thinks, plans, develops ideas, and writes, questions continually need answering: how can I make this more interesting for my audience? How can I fulfill purpose of this assignment? Is this enough detail? Too much? What word should I use here? Is this example related to my topic? Have I define this clearly? When a writer completes a draft, the next logical step is to reread the draft several times; each rereading will focus on specific reconsiderations; audience, purpose and communication.

In conclusion, the process of writing has to be paid attention into some consideration from before writing until finished writing revising. These all, in order to make students' writing appropriate based on the rules stated and most importantly, the message that student writers need to convey, it is delivered based what their thinking and expecting in a writing.



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d. The Aspect of Writing

Writing includes several components which are the rules within. In Pratama (2012:13), creating the effective writing consists of the five components needed (Hughes: 1983) below:

1. Content, it talks about on how writers are conceiving and formulating their insight in order to collect all information into communicative way creatively.
2. Organization, it tells the writing system that will decide writers' type of writing and the writing goes. The system such as the coherency and unity within the writing must be considered and analyzed by writers.
3. Vocabulary, it is a set of lexemes, including single words, compound words and idioms (Richard, et al, 2002). It is also the great representative of what writers are going to convey. Thus, having vocabularies are necessary for writers to avoid tediousness in their writing.
4. Language use, writers must create impression and attractiveness for readers by not making too many mistakes in writing for example grammatical errors will create wrong meaning about what writing should be meant (Shiach, 2009).
5. Mechanics, it discusses about punctuation, capitalization, and spelling. This component will contribute writers to produce how to write writing in a good way.

In conclusion, writing is seldom easy, however, the truth is that *writing is a process of discovery* involving a series of steps, and those steps are very often

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a zigzag journey (Langan, 2008:14). Therefore, the process of writing will help a writer to produce his/her goal better in composition.

e. Writing Ability

Among the four proficiencies, writing is the complex one. It is as specific ability which helps writers to put their ideas into words in meaningful form and interact with the message. Writing ability helps the students acquire independence, comprehensibility, fluency and creativity in writing. It is supported by SIL International reviewed that there are some sorts of writing ability have to be completed by the writers, (Pratama, 2012:80-81), as follows:

1. Comprehensibility ability for writing includes understanding that writing is communicating messages or information.
2. Fluency ability for writing include
 - a. Recognizing the linear sequence of sounds.
 - b. Mastering writing motions and letter shapes.
 - c. Recognizing the chunking of words.
 - d. Recognizing the need for space between words
 - e. Writing quickly
 - f. Creativity ability for writing includes the ability to write freely anything the student wants to write.

Yet, the researcher considered to take few items from Brown, (2003:220-228) in order to measure sophomores' writing ability in this research (see on page 35).



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Furthermore, writing is also known as a skill that needs to be infused in learners' belief of autonomous learning of writing. A realistic attitude about writing must build on the idea that *writing is a skill*, not a “natural gift.” It is a skill like driving, typing, or cooking; and, like any skill, it can be learned (Langan, 2008:13).

Therefore, although writing is difficult skill to learn, writing has some advantages to improve their English language mastery. Moreover, to write means to understand as well. Students will understand the body of English language itself at learning writing.

f. Learning Writing

A teacher takes teaching as a facilitator for students. Meanwhile, students' responsibility towards their writing is learning as a main activity to enhance their writing skill since writing is ongoing practice. When students realize that they must take a part to learn writing by themselves, they are indicated the following characteristic (retrieved on llas.ac.uk):

1. Taking responsibility for their own learning and learn to learn;
2. Developing key transferable skills (e.g. study, time-management, IT, interpersonal skills etc.);
3. Actively manage their own learning; seeking out learning opportunities and using appropriate leaning strategies;

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4. Involving in an iterative process in which they set short and long term learning objectives, reflect on and evaluate progress.

Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern (Patel, Praveen and Jain, 2008:125).

Furthermore, shaping writing becomes a skill for students have principle that must be concerned in learning a language. Accordingly, Rijlaarsdam and Bergh (2005:3-4) points out into two below:

- 1) Firstly, *practices makes perfect*. Fluency is the aim of learning. It requires basic skills and strategies. Hence, the way to be fluent in learning is doing the practice and execution of the task.
- 2) Secondly, it is *similarity of task*. Writing essays must be learnt by writing essays. It means that kind of topic learning must be same doing on the practice. It will give students the understanding rather than knowing the learning (Ibid). What is more, writing processes are often framed *within* a learning process. Students are doing a writing assignment in a learning situation. Learning writing is the ultimate step to master the skill. It is repetitive learning (2005:211).



3. The Correlation between Autonomous Learning of Writing and Writing Ability

In order to support, hereby the related experts' theory saying about the subject of research; Dion (2011:64), an independent or autonomous student-writer gains efficiency and organizational skills, becoming more agentic at taking responsibility to become a competent (independent) writer.

Moreover, Ayele, (2014:56, 61), students' language performance in general and writing skill in particular will be improved when they take more responsibility for their own learning, and as students' belief about autonomous learning of writing increases, their writing performance increases too.

In conclusion, autonomous learning of writing is students make themselves studied correctly and responsibly towards their learning in order to enhance their writing skill in order to gain it as ability of becoming more fluent to write.

B. Relevant Research

In accordance to Syafi'i (2013:103) relevant research is required to observe some previous research conducted by other researchers in which they are relevant to the research being conducted. In connection with the research issue, other various research documented by some journals, briefly described below;

First, He (2015) researched students of college' attitude of learner autonomy in English writing, she found that students' attitude of autonomy stimulated their interests in English writing, improving their writing ability, increasing their writing

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chances, and then enhancing their writing capacities. They can develop a great sense of responsibility for their writing, a more active role in classroom, and each of them is an independent individual to involve in learning. Thus, learners can realize their improvement of writing as well as growth of personality, which the quality education demands.

Second, Ayele (2014) investigated students' belief about autonomous learning of writing and their writing performance at Students of Hawassa University. He found that students' writing performance increases when they have high belief about autonomous learning.

Third, Chiu's (2012) journal about supporting the development of autonomous learning skills in reading and writing in an independent language learning centre investigated at Hong Kong Polytechnic University. Yet, researcher cited and focused on writing ability only. Chiu found that there is a responsibility that students gradually develop into independent writers with an interest and ability to self-directed writing development. This is one of the important goals for helping students become autonomous learners.

Forth, Razali and Khatimah (2013) studied about autonomous learning writing promoted by the use of Facebook Group showed that students fully engaged to practice writing on Facebook Group as a media in language learning, this could be also said that it promotes students to write and the researchers suggested to teacher to take consideration to use this media to motivate the students' writing practice.

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Fifth, Bahgeri and Aeen (2011) in their study, the impact of practicing autonomy on the writing ability was investigated. The result indicated that practicing autonomy had a significant impact on the writing achievement of the EFL subjects at the intermediate level of language proficiency.

However, there is no research specifically talks about students of senior high school; autonomous learning of writing and writing ability. Therefore, this research is intended to be conducted and investigated how senior high school students especially the sophomores' autonomous learning of writing is correlated with their writing ability. Thus, the researcher has this research namely entitled; The Correlation between Sophomores' Autonomous Learning of Writing and Their Writing Ability at State Senior High School 5 Pekanbaru. In focus; it is to find out and prove if there is a significant correlation between sophomores' autonomous learning and their writing ability at the school.

C. Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is correlational research in which focuses on gaining the correlation between sophomores' autonomous learning and their writing ability at State Senior High School 5 Pekanbaru. Therefore, in analyzing the problem in this research, clearly, there are two variables used, they are variable X which is sophomores' autonomous learning of writing as independent variable and variable Y which is sophomores' writing ability as the dependent



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variable. To operate the investigation on the variable, the researcher works based on the following indicators:

The indicators of variable X (sophomores' autonomous learning of writing) pointed as below:

1. Autonomous learning of writing is a form of aid for students to improve their English writing ability.
2. The students can identify what is being taught is students' ability to well understand every relation of each process of Learning English writing.
3. The students are able to formulate own learning objectives is an addition to enhance students' writing ability.
4. The students select and implement appropriate strategies; technique or additional learning opportunity is students' contribution to upgrade their writing ability.
5. The students can monitor and re-customize the effectiveness of strategies applied are students' necessity to see the progress of their English writing.
6. The students consult to teachers or peers and ask the feedback as an evaluation of their English writing.

Meanwhile, the indicators of variable Y (sophomores' writing ability) are based on Brown (2003:220-228), below:

1. The ability of sophomores to write grammatically and lexically correct.
2. The ability of sophomores to write ideas clearly by using correct punctuation.



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D. Assumption and Hypothesis of the Research

1. The Assumption

In this research, the researcher assumes based on theoretical framework and operational concept that:

- a. A sophomore having autonomy in learning writing is the one achieving high ability in writing.
- b. A sophomore having no autonomy in learning writing is the one achieving low ability in writing.
- c. Autonomous Learning of writing has an affective contribution factor which also determines the sophomores' writing ability.

2. The Hypothesis

1. The Null Hypothesis (Ho)

There is no significant correlation between sophomores' autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru.

2. The Alternative Hypothesis (Ha)

There is a significant correlation between sophomores' autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru.